

MANILLA CENTRAL SCHOOL - ASSESSMENT TASK NOTIFICATION 2023

Stage 5 PDHPE – R Felstead

Task Number: 3

Notification Date: Term 3 Week 5 (18/8/2023)

Weight: 20%

Due Date: Term 3 Week 8 (8/9/2023) to class teacher by 3.20pm



PRACTICAL ASSESSMENT

OUTCOMES ASSESSED

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

TASK DESCRIPTION

This assessment task is designed to assess students' striking skills in various sports. Students will be required to demonstrate their understanding and application of striking techniques in different sports, as well as their ability to analyse and improve their performance. The assessment will be conducted over a period of three weeks, allowing students ample time for practice, reflection, and improvement.

TASK INSTRUCTIONS

Striking Skill Demonstration (Week 1):

- Students will be required to choose two striking sports from a given list (e.g., cricket, baseball, tennis, badminton, hockey, etc.).
- They will then perform and demonstrate their striking skills in both sports in a controlled setting (e.g., in the school gym or sports field).
- The demonstration should include various striking techniques, such as forehand, backhand, overhead, and ground strokes, depending on the chosen sports.
- Students should aim to showcase competence, control, accuracy, and consistency in their striking skills.

Performance Analysis (Week 2):

- Following the initial demonstration, students will review and analyse their own striking performances.
- They will identify and describe their strengths and areas for improvement in each sport they chose.
- Students should consider aspects such as technique, timing, footwork, and positioning.
- They will also explain the importance of striking skills in the context of each sport and how it contributes to overall performance.

Skill Improvement Plan (Week 3):

- Based on their performance analysis; students will develop a skill improvement plan for each sport.
- The plan should outline specific strategies, drills, and practice sessions to address the identified areas for improvement.
- Students will also consider the principles of training, including specificity, progression, overload, and individual differences, to guide their plan.
- They will describe how they will monitor and evaluate their progress throughout the practice sessions.

Presenting your work:

Students will submit their assessment components in the form of a written report.

The skill improvement plan should be presented in a clear and organized manner.

Teacher's signature:

Mrs R Felstead

Head Teacher's signature:

Miss A Nott

Deputy Principal's signature:

Mrs A Lawrence

MARKING CRITERIA

Component 1: Striking Skill Demonstration

Technical Competence – Demonstrates exceptional technical competence with flawless execution of striking techniques in both chosen sports. Control, Accuracy and Consistency – Exhibits excellent control, accuracy, and consistency in striking techniques. Footwork, Positioning and Timing – Demonstrates exemplary use of footwork, positioning, and timing, maximising striking effectiveness.	10
Technical Competence – Demonstrates proficient technical competence with few errors in striking techniques. Control, Accuracy and Consistency – Exhibits good control, accuracy, and consistency in striking techniques. Footwork, Positioning and Timing – Demonstrates proficient use of footwork, positioning, and timing, to enhance striking effectiveness.	7-9
Technical Competence – Demonstrates developing technical competence with some errors in striking techniques. Control, Accuracy and Consistency – Exhibits developing control, accuracy, and consistency in striking techniques. Footwork, Positioning and Timing – Demonstrates use of footwork, positioning, and timing, to enhance striking effectiveness.	4-6
Technical Competence – Demonstrates limited technical competence with numerous errors in striking techniques. Control, Accuracy and Consistency – Exhibits limited control, accuracy, and consistency in striking techniques. Footwork, Positioning and Timing – Demonstrates limited use of footwork, positioning, and timing, to enhance striking effectiveness.	1-3
Non-attempt/non-serious attempt at task	0

Component 2: Performance Analysis

Identification of strengths and areas for improvement – Thoroughly identifies and describes strengths and areas for improvement in each chosen sport. Explanation of importance of striking skills in the context of each sport – Provides insightful and comprehensive explanation of the importance of striking skills in each chosen sport.	10
Identification of strengths and areas for improvement – Clearly identifies and describes strengths and areas for improvement in each chosen sport. Explanation of importance of striking skills in the context of each sport – Provides clear and logical explanation of the importance of striking skills in each chosen sport.	7-9
Identification of strengths and areas for improvement – Partially identifies strengths and areas for improvement in each chosen sport. Explanation of importance of striking skills in the context of each sport – Provides basic explanation of the importance of striking skills in each chosen sport.	4-6
Identification of strengths and areas for improvement – Identifies some strengths and areas for improvement in each chosen sport. Explanation of importance of striking skills in the context of each sport – Provides limited explanation of the importance of striking skills in each chosen sport.	1-3
Non-attempt/non-serious attempt at task	0

Component 3: Skill Improvement Plan

<p>Comprehensive plan - develops a comprehensive and well-structured plan with specific strategies, drills, and practice sessions.</p> <p>Application of Principles of Training – Demonstrates a thorough application of relevant principles of training (e.g., specificity, progressive overload) with detailed explanation and justification.</p> <p>Monitoring and Evaluating – Clearly describes comprehensive methods for monitoring and evaluating progress throughout the plan.</p>	10
<p>Comprehensive plan - develops a detailed plan with clear strategies, drills, and practice sessions.</p> <p>Application of Principles of Training – Demonstrates application of relevant principles of training (e.g., specificity, progressive overload) with adequate explanation and justification.</p> <p>Monitoring and Evaluating – Describes methods for monitoring and evaluating progress throughout the plan.</p>	7-9
<p>Comprehensive plan - develops a basic plan with some clear strategies, drills, and practice sessions.</p> <p>Application of Principles of Training – Demonstrates application of some relevant principles of training with limited explanation and justification.</p> <p>Monitoring and Evaluating – Describes some methods for monitoring and evaluating progress throughout the plan.</p>	4-6
<p>Comprehensive plan - develops a limited plan with minimal strategies, drills, and practice sessions.</p> <p>Application of Principles of Training – Demonstrates limited application of relevant principles of training.</p> <p>Monitoring and Evaluating – Describes limited methods for monitoring and evaluating progress throughout the plan.</p>	1-3
Non-attempt/non-serious attempt at task	0

Feedback:

Teacher Signature: _____

Date: _____

Task Mark:	Task Rank:	Cumulative Rank:

